

# IT'S NOT JUST TRAINING

Train the Trainer candidates should be passionate about making positive, long-term differences in the lives of the children and adults they support. The Trauma-Informed Care Training Using the SSRR Approach that participants will learn to deliver creates strong emotional reactions amongst course participants, and trainers must be able to manage these feelings. The trainer's role is to assist and facilitate changes in attitude, as much as to teach trauma-informed care approaches.

It's not just about reading a manual and becoming a trainer. Trainers have to demonstrate that they are highly proficient in and passionate about their subject area. It is also important to Studio III that trainers develop their own individual training style. This is because what a trainer says is not the only important factor: the way a trainer presents the course also has an impact. Trainers who have completed the course have told us that the training they have gone on to deliver has made a key difference to the lives of children and adults who have experienced neglect and abuse. There are theoretical, practical, emotional, and physical elements to the training. Being a trainer is a fulfilling and rewarding experience. We encourage individuals who genuinely believe in our philosophy of care and feel passionately about working from within a trauma-informed framework to become trainers themselves.

## Post-Training Support for Trainers

Each trainer must maintain a personal CPD log, which the trainer's supervisor and senior Studio III Trainers will use to monitor and aid the trainer's progress.



# High-Quality Training

At Studio III, our philosophy is to train high-quality trainers who can deliver enjoyable, person-centred training, whilst providing course participants with the most up-to-date advice and information about the area they are working in and the individuals they care for. Studio III trainers must demonstrate the ability to deliver training and relate theoretical knowledge to kind and positive approaches in everyday care settings.

There are two aspects to the Train the Trainer course:

The completion of the intensive Train the Trainer programme. During this time, trainees will be expected to achieve competency in delivering all aspects of the course to the extent that they can be formally assessed in the last week of the course.

Attendance at online and face-to-face CPD workshops on topics relating to various elements of the course, as well as a broader knowledge base around trauma-informed care approaches. This allows trainers to not only deliver training and be a valuable in-service resource, but also to support carers in other aspects of care.

## Organisational Requirements

A senior manager should be responsible for the development and supervision of the candidate within their own service.

The candidate must have access to an individual email account and access to the internet in order to maintain training records.

# What kind of people make good trainers?

Based on our experience, professional qualifications are not in themselves prerequisites for successful trainers. Successful candidates have included clinical psychologists, qualified and unqualified nursing carers, foster carers, carers from residential children's homes, and care assistants.

## Essential Skills

- Commitment to being kind towards children who have experienced trauma
- The ability to show empathy for children and adults who present with complex behaviours
- A minimum of three years of practical experience of caring for children or adults who have experienced abuse and trauma, and/or present with challenges
- IT literacy
- The ability to respond to constructive feedback
- The ability to present to a room full of people
- A commitment to completing the Train the Trainer course and applying learning from this in practice
- Empathy and a great sense of humour
- A good level of resilience and adaptability
- Honesty, integrity and a person-centred commitment to the children and adults they support

## Desirable Skills

- Background in training
- Experience of working with high-risk adults or young people and people with challenging reputations
- Previous experience of supporting people with negative life experiences

